

“(vii) skill in engaging in successful collaboration with other teachers, other school leaders, and staff;

“(viii) extensive knowledge of planning effective assessments and analysis of student data;

“(ix) ability to address needs of adult learners in professional development;

“(x) a commitment to participate in professional development throughout the year to develop the knowledge and skills related to effective mentoring;

“(xi) skill in promoting teacher reflection through formative assessment processes, including conversations with beginning teachers using evidence of student learning and evidence of classroom practice; and

“(xii) ability to improve the effectiveness of the mentor’s mentees, as assessed by the evaluation system described in paragraph (3);

“(B) a program of high quality, intensive, and ongoing mentoring and mentor-teacher interactions that—

“(i) matches mentors with beginning teachers by grade level and content area, to the extent practicable;

“(ii) assists each beginning teacher in—

“(I) analyzing data based on the beginning teacher’s evidence of student learning and evidence of classroom practice, and utilizing research-based instructional strategies, including differentiated instruction, to inform and strengthen such practice;

“(II) developing and enhancing effective teaching skills;

“(III) enabling effective inclusion of children with disabilities and English language learners, including through the utilization of—

“(aa) response to intervention;

“(bb) positive behavioral supports;

“(cc) differentiated instruction;

“(dd) universal design of learning;

“(ee) appropriate accommodations for instruction and assessments;

“(ff) collaboration skills; and

“(gg) skill in effectively participating in individualized education program meetings required under section 614 of the Individuals with Disabilities Education Act (20 U.S.C. 1414);

“(IV) using formative assessments to—

“(aa) collect and analyze classroom-level data;

“(bb) foster evidence-based discussions;

“(cc) provide opportunities for self assessment;

“(dd) examine classroom practice; and

“(de) establish goals for professional growth; and

“(V) achieving the goals of the school, district, and statewide curricula;

“(iii) provides regular and ongoing opportunities for beginning teachers and mentors to observe each other’s teaching methods in classroom settings during the school day;

“(iv) models innovative teaching methodologies through techniques such as team teaching, demonstrations, simulations, and consultations;

“(v) aligns with the mission and goals of the local educational agency and school;

“(vi) (I) acts as a vehicle for a beginning teacher to establish short- and long-term planning and professional goals and to improve student learning and classroom practice; and

“(II) guides, monitors, and assesses the beginning teacher’s progress toward such goals;

“(vii) assigns not more than 12 beginning teacher mentees to a mentor who works full-time, and reduces such maximum number of mentees proportionately for a mentor who works on a part-time basis;

“(viii) provides joint professional development opportunities for mentors and beginning teachers;

“(ix) may include the use of master teachers to support mentors or other teachers;

“(x) improves student learning and classroom practice, as measured by the evaluation system described in paragraph (3); and

“(xi) assists each beginning teacher in—

“(I) connecting students’ prior knowledge, life experience, and interests with learning goals; and

“(II) engaging students in problem-solving and critical thinking;

“(C) paid school release time of not less than 90 minutes per week for high quality mentoring and mentor-teacher interactions;

“(D) foundational training and ongoing professional development for mentors that support the high quality mentoring and mentor-teacher interactions described in subparagraph (B); and

“(E) use of research-based teaching standards, formative assessments, teacher portfolio processes (such as the National Board for Professional Teaching Standards certification process), and teacher development protocols that supports the high quality mentoring and mentor-teacher interactions described in subparagraph (B);

“(2) implement high-quality effective professional development for teachers, principals, school librarians, and other school leaders serving the schools targeted for assistance under the subgrant;

“(3) develop and implement a rigorous, transparent, and equitable teacher and principal evaluation system for all schools served by the local educational agency that—

“(A)(i) provides formative individualized feedback to teachers and principals on areas for improvement;

“(ii) provides for substantive support and interventions targeted specifically on such areas of improvement; and

“(iii) results in summative evaluations;

“(B) differentiates the effectiveness of teachers and principals using multiple rating categories that take into account evidence of student learning;

“(C) shall be developed, implemented, and evaluated in partnership with local teacher and principal organizations; and

“(D) includes—

“(i) valid, clearly defined, and reliable performance standards and rubrics for teacher evaluation based on multiple performance measures, which shall include a combination of—

“(I) evidence of classroom practice; and

“(II) evidence of student learning as a significant factor;

“(ii) valid, clearly defined, and reliable performance standards and rubrics for principal evaluation based on multiple performance measures of student learning and leadership skills, which standards shall include—

“(I) planning and articulating a shared and coherent schoolwide direction and policy for achieving high standards of student performance;

“(II) identifying and implementing the activities and rigorous curriculum necessary for achieving such standards of student performance;

“(III) supporting a culture of learning and professional behavior and ensuring quality measures of classroom practice;

“(IV) communicating and engaging parents, families, and other external communities; and

“(V) collecting, analyzing, and utilizing data and other tangible evidence of student learning and evidence of classroom practice to guide decisions and actions for continuous improvement and to ensure performance accountability;

“(iii) multiple and distinct rating options that allow evaluators to—

“(I) conduct multiple classroom observations throughout the school year;

“(II) examine the impact of the teacher or principal on evidence of student learning and evidence of classroom practice;

“(III) specifically describe and compare differences in performance, growth, and development; and

“(IV) provide teachers or principals with detailed individualized feedback and evaluation in a manner that allows each teacher or principal to identify the areas of classroom practice that need to be strengthened, refined, and improved;

“(iv) implementing a formative assessment and summative evaluation process based on the performance standards established under clauses (i) and (ii);

“(v) rigorous training for evaluators on the performance standards established under clauses (i) and (ii) and the process of conducting effective evaluations, including how to provide specific feedback and improve teaching and principal practice based on evaluation results;

“(vi) regular monitoring and assessment of the quality and fairness of the evaluation system and the evaluators’ judgements, including with respect to—

“(I) inter-rater reliability, including independent or third-party reviews;

“(II) student assessments used in the evaluation system;

“(III) the performance standards established under clauses (i) and (ii);

“(IV) training and qualifications of evaluators; and

“(V) timeliness of teacher and principal evaluations and feedback;

“(vii) a plan and substantive targeted support for teachers and principals who fail to meet the performance standards established under clauses (i) and (ii);

“(viii) a streamlined, transparent, fair, and objective decisionmaking process for documentation and removal of teacher and principals who fail to meet such performance standards, as governed by any applicable collective bargaining agreement or State law and after substantive targeted and reasonable support has been provided to such teachers and principals; and

“(ix) in the case of a local educational agency in a State that has a State evaluation framework, the alignment of the local educational agency’s evaluation system with, at a minimum, such framework and the requirements of this paragraph;

“(4) implement ongoing high-quality support, coaching, and professional development for principals and other school leaders serving the schools targeted for assistance under such subgrant, which shall—

“(A) include a comprehensive, coherent, high-quality formalized induction program outside the supervisory structure for beginning principals and other school leaders, during not less than the principals’ and other school leaders’ first 2 years of full-time employment as a principal or other school leader in the local educational agency, to develop and improve the knowledge and skills described in subparagraph (B), including—

“(i) a rigorous mentor or coach selection process based on exemplary administrative expertise and experience;

“(ii) a program of ongoing opportunities throughout the school year for the mentoring or coaching of beginning principals and other school leaders, including opportunities for regular observation and feedback;

“(iii) foundational training and ongoing professional development for mentors or coaches; and

“(iv) the use of research-based leadership standards, formative and summative assessments, or principal and other school leader protocols (such as the National Board for